DOCUMENT RESUME

ED 213 751 TM 820 165

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TITLE Educational Research in Latin America: A Twelve-Year Perspective.
PUB DATE Mar 82
NOTE 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Classification; *Content Analysis; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS *Handbook of Latin American Studies; *Latin America

ABSTRACT

By reviewing the content of education items in the Handbook of Latin American Studies during the last 12 years, this paper traces and documents trends in research on Latin American education. Analysis of the items revealed the changing emphasis of educational topics from volume to volume. Judgments are made on type, geographical focus and topics of research. A comprehensive classification system (included in Appendix) was developed. All abstracts in each of the education sections of the Handbook since 1969 (Nos. 31-43, odd numbers) have been systematically examined and coded according to this system. Data are analyzed in three parts: (1) general characteristics of the publications reviewed in the Handbook's education sections since 1969; country or regional focus, dates of publication, format, special features, and type of research; (2) summary of reviewers' critical assessments of the publications with respect to the date, type and language, as well as type of research and educational topic; and (3) summary by region of reviewers' critical assessments, date, type and language of the publications, as well as type of research and educational topic. (Author/GK)

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Educational Research in Latin America: A Twelve-Year Perspective

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For Presentation at the Annual Meeting of the
American Educational Research Association
New York, New York
March 19 - 23, 1982

Running head: Educational Research

TM 820 165

Abstract

The Handbook of Latin American Studies has become the standard reference for students of Latin America and is reputed to be the finest area bibliography in the world. By reviewing the content of education items in the Handbook during the last 12 years, this paper analyzes, traces and documents trends in research on Latin American education. Analysis of the items revealed the changing emphasis of educational topics from volume to volume. It further revealed that countries emphasized in certain years are barely heard from in subsequent years and that good research is more evident in some years than in other years, in some countries more than in other countires, and with some topics more than with other topics. In making judgments on type, geographical focus and topics of research, this paper is a valuable tool to the serious student and established scholar of Latin American education.

Introduction[1]

At a meeting held on April 25, 1935, in the offices of the Social Science Research Council in New York City, it was decided by those present that the time had come to publish "an annual selected and critical bibliography of Latin American research" (Hanke, 1980). Those present at the meeting represented nine major universities, the Library of Congress, the American Geographical Society and the fields of anthropology, economics, geography, political science, history, and literature. The following year, 1936, Volume 1 of the Handbook of Latin American Studies was published. The country's foremost scholars of Latin America have participated as contributing editors in volume after volume of the Handbook. It has become the standard reference for serious students of Latin America and is reputed to be the finest area bibliography in the world (Carter, 1974).

A review of the education sections of previous volumes published over the last 12 years has revealed some interesting conclusions. For example, Volume 31 (Ruscoe, 1969) demonstrated a dearth of either empirically or logically sound research and an over-abundance of polemical, oratorical works and poorly organized, unanalyzed statistical information. This dearth appears in subsequent volumes as well. Moreover, that same volume -- 31 -- bemoaned the lack of attention to the effect of formal schooling on such diverse areas as learning, mobility, development, and recognition of national needs.

Volume 33 (Ruscoe, 1971) contains reviews of many items which are highly skeptical of education in general. For the first time, the

literature reviewed began to question the conventional wisdom regarding schools and schooling, educational planning, U.S. technical assistance programs and university reform movements. The radical literature on education, while most prolific in volume 33, is still in evidence in volume 35 (Ruscoe, 1973), but begins to disappear thereafter. In fact, Volume 35 not only demonstrates a decline in literature which questions the conventional wisdom on education, it also documents a decline in research which uses "hard" data on education.

Topics in higher education and education and development predominate in the literature reviewed in most volumes. Indeed, higher education items are more abundant than any other single topic in each of the volumes reviewed. Two higher education topics which receive considerable attention volume after volume are the role of the university as a force for change and student politics and activism. The institutional histories of universities -- the majority of these with dubious intellectual credentials -- likewise have been reviewed in abundance. The role of education in development, on the other hand, not only is the subject matter of many of the items reviewed but also has provoked a very diverse range of opinion. The most interesting debate in this area, highlighted in Volume 37 (Ruscoe, 1975), revolves around whether education retards or promotes development and social change.

This paper then has a dual purpose: to develop a system to analyze, store and retrieve information regarding the publications on Latin American educational research reviewed in the Handbook of Latin American Studies since 1969 (No. 31), and to analyze the contents of all of the abstracts on educational research published in the Handbook since that year. To accomplish this dual purpose, the comprehensive classification

system included in Appendix 1 was developed. All abstracts in each of the education sections of the Handbook since 1969 (Nos. 31-43, odd numbers) have been systematically examined and coded according to this classification system. This information has been stored on computer tape and is available from the author. The remainder of this paper reports on the second purpose. In effect, it describes the state-of-the-art of educational research in Latin America to the extent that the items reviewed for the Handbook reflect the universe of research on Latin American education.

Methodology

The methodology employed in this research is content analysis. All abstracts of publications reporting Latin American educational research included in the Handbook since No. 31 (1969) were systematically examined for the following information:

1) The volume number of the Handbook in which the abstracts appeared.

2) The country or region in which the research was conducted.

3) The language of the publications.

4) The reviewer of the publications (the author of the abstracts).

5) The year of publications.

6) The reviewers' assessments of the publications.

7) The type of publications, e.g., book, journal, government report.

8) The principal research methodology of the publications, e.g., descriptive, historical, experimental.

9) The subject matter or topic of the publications.

10) Special features of the publications.

The coding system (Appendix 1) was developed after a review of previous editions of the Handbook and in consultation with the Hispanic Division of the Library of Congress.[2] All abstracts were reviewed and coded according to this system in November and December 1981 by one person, an editorial specialist recently retired from the U.S. Department of Health and Human Services. The coder was trained by me and I was available to assist her as questions arose.

Two caveats are in order. First, a principal purpose of this paper is to describe the state-of-the-art of educational research in Latin America. Only to the extent that the publications reviewed for the Handbook reflect the universe of research on Latin American education can this purpose be achieved. There is good reason, however, to suspect that this is indeed the case. The Handbook staff makes every effort to procure all published research on Latin American education from all over the world; the expertise and resources of the Library of Congress's Hispanic Division are available to the Handbook staff to accomplish this end. Second, any systematic coding scheme will inevitably entail some arbitrary decisions on the part of the coder. This research is no exception, especially in light of the fact that only abstracts were reviewed and not the original publications. I suspect, however, that the number of inaccuracies are few. That there was a single extensively trained coder enhances the reliability of the information; that the coder consulted with me on any questionable coding decision enhances the validity of the information.

This paper analyzes the data in three parts. Part I looks at certain general characteristics of the publications reviewed in the Handbook's education sections since 1969. Specifically, the country or regional focus of the research studies and their dates of publication are described as are their format (book, journal, government report), their special features (tables, charts, bibliographies) and their type of research (descriptive, historical, experimental).

Part II summarizes the reviewers' critical assessments of the publications with respect to the date, type and language of the publications as well as to the type of research and to the educational topic of the publications.

The measure of the reviewers' critical assessments relied on the coder's perception of the language of the abstract: positive in tone, neutral in tone, negative in tone, mixed in tone.

Part III summarizes by region (South America/Central America and the Caribbean) the reviewers' critical assessments, the date, type and language of the publications as well as the type of research and the educational topic of the publications. In addition to the measures of the reviewers' critical assessments and of the region, the independent variables, the following variable divisions are used: Date of Publication: 1960 through 1970/1971 through 1980; Type of Publication: Book or Pamphlet/ Journal or Report; Language of Publication: Spanish/Portuguese/English/ French; Type of Research: Descriptive/Historical/Experimental. Each of the abstracts reviewed was classified by its subject matter into one or more of 52 educational topics (See Appendix 1). The 16 educational topics most frequently cited have been selected for this analysis in addition to the educational topic with the highest percentage of favorable reviews. Frequencies and percentages have been used to describe the general characteristics of the publications reviewed; percentages, and when appropriate, X^2 summarize the relationships involved.[3]

Analysis

Part I. Characteristics of the Research Reviewed

Tables 1 through 5 refer to the characteristics of the educational research reviewed in the last seven social science volumes of the Handbook (Nos. 31 through 43, odd numbers). Table 1 summarizes the following information: Research on Brazilian education was reviewed most frequently (912 abstracts, 34.5%), followed by Latin America-General (495, 18.7%), Mexico (182, 6.9%), Argentina (181, 6.8%) and Colombia (176, 6.7%). Considered collectively, 2180 abstracts on South American education (82.4%) and 466 abstracts on Central American and Caribbean education (17.6%) were published in these Handbook volumes.

Insert Table 1

Table 2 lists the publication dates of the research reviewed. From 1960 to 1970, 1091 (41.2%) of the reviewed studies were published; from 1971 to 1980, 1527 (58.4%) were published. The publication dates of 30 of the studies reviewed are unknown.

Insert Table 2

Table 3 provides the following information: Of all the publications reviewed, 1211 (45.7%) were books (either chapters or complete volumes)

or pamphlets and 1016 (38.3%) were either articles in journals or complete journals.

Insert Table 3

Table 4 provides the following information: Of all the publications reviewed (2648), 858 contain tables, charts or other sources of data (32.4%), and 573 contain bibliographies (21.6%). Moreover, of the publications reviewed, 330 are collections of papers or articles (12.5%), 192 are summaries or proceedings of meetings, seminars and conferences (7.3%), and 20 are annotated bibliographies (0.8%).

Insert Table 4

Table 5 provides the following information: Four hundred and fifty publications were classified as descriptive research (17.0%), 276 as historical research (10.4%) and 29 as experimental research (1.1%). The remainder of the publications reviewed (1893, 71.5%) could not be classified into these conventional research categories. Annotated bibliographies, volumes of unanalyzed data, conference proceedings, serial journals and unsystematic descriptions of extant educational programs are among these unclassified publications.

Insert Table 5

Part II. Reviewers' Qualitative Judgments

Tables 6 through 11 summarize the reviewers' critical judgments of the publications by date of publication, by type of publication, by the

language of the publication, by the type of research, and by the subject matter or topic.

Table 6 reveals that the reviewers' perceptions of the quality of the publications is clearly associated with the date of publication ($X^2 = 137.34$, df = 3 , $p < .01$). The percentage of publications positively reviewed during the 1960s and the 1970s remained relatively constant (15.8% and 15.1% respectively). The percentage of publications with negative reviews, however, dropped from 19.8% to 6.8% while the percentage of publications with neutral reviews increased from 58.3% to 75.7% during the same period.

Insert Table 6

Table 7 reveals that research reported in books and pamphlets was more favorably reviewed than that reported in journals or reports (18.2% and 13.0% positive reviews, respectively). At the same time, a slightly higher percentage of the research in journals and reports received neutral or negative reviews (71.1% and 13.0%) than research in books and pamphlets (65.7% and 11.2%) received. These differences are again statistically significant ($X^2 = 22.48$, df = 3 , $p < .01$).

Insert Table 7

From Table 8 it may be seen that a higher percentage of English language publications were positively reviewed (22.8%) than either Portuguese (13.4%) or Spanish (15.3%) language publications. At the same time, a higher percentage of English language publications were also negatively reviewed (12.3%) than those in Portuguese (8.4%). Spanish

language publications received the highest percentage of negative reviews (14.8%) and English language publications the lowest percentage (59.1%) of neutral reviews. There were too few French language publications to include in this analysis although their frequencies and percentages are reported.

Insert Table 8

Table 9 reveals a high level of uniformity among reviewers' qualitative assessments of the descriptive and historical research reviewed. Too few publications were classified as experimental research to include them in the analysis. Their frequencies, however, are reported in Table 9. Two interesting findings are worthy of note. First, the percentage of the publications which could not be classified into any of the three research categories is very high (1893 of 2648, 71.5% - see Table 5), raising concerns about the purity of educational research in Latin America. Second, the percentage of all the publications positively reviewed was 15.1 (400 of 2648). This percentage is considerably lower than the percentage of either the descriptive research (19.4%) or the historical research (21.7%) receiving favorable reviews. It would appear that the publications reviewed which report pure descriptive or historical research are of somewhat higher quality than the other publications reviewed.

Insert Table 9

Tables 10 and 11 summarize the reviewers' critical assessments of the publications by topics. The 16 most frequently researched topics are included in the Table 10 summary. The complete list of educational topics into which the subjects of the publications were classified is included with Appendix 1. By topic, Table 10 reveals considerable

uniformity among the reviewers' assessments of the publications. Slightly more than 15% of all the publications were favorably reviewed (15.4%); by topic, there is little deviation. The publications on elementary education and on teaching had the lowest percentage of favorable reviews (10.4% and 10.6%, respectively) and the publications on school management and organization had the highest percentage of favorable reviews (18.0%). This uniformity is also much in evidence when considering the reviewers' negative assessments. Approximately 12% of all the publications were negatively reviewed (12.1%); the publications on university reform had the highest percentage of negative reviews (15.3%) and those on educational policy, the lowest percentage (6.3%). Table 11 summarizes the reviewers' assessments of the publications on student movements, the single most positively reviewed educational topic. More than 32% (32.2%) of these publications were positively reviewed at the same time that close to 18% (17.8%) were negatively reviewed; a much lower percentage of the publications on student movements were neutral (42.2%) than was the case when considering all publications reviewed (68.6%). Student movements was not among the 16 most frequently researched topics, however, and thus does not appear in Table 10.

Insert Table 10

Insert Table 11

Part III. Regional Analysis

Tables 12 through 17 summarize by region the reviewers' critical assessments; the date, type, and language of the publications; the type of research; and the topics.

Table 12 reveals few differences between the reviewers' critical assessments of publications on Central American and Caribbean education and those on South American education. The publications on Central America and the Caribbean were reviewed somewhat more favorably (17.8% positive in tone) than were those on South America (14.9% positive in tone). At the same time, the publications on Central American and Caribbean education had a somewhat lower percentage of neutral reviews (64.5%) than those on South American education (69.5%). There was virtually no difference between the two regions on their percentages of negative reviews. The X^2 was not statistically significant; these minor differences could well be explained by random factors.

Insert Table 12

Table 13 clearly demonstrates a relationship between the date of the publications and their regional focus. In the 1960s, 14.9% of the publications focused on Central America and the Caribbean, and in the 1970s, the percentage rose to 19.6. At the same time, the percentage of publications which focused on South America dropped from 85.1 to 80.4. This relationship between date and regional focus is statistically significant beyond the .01 level.

Insert Table 13

Table 14 reveals little difference between South America and Central America and the Caribbean with respect to the type of publication. Approximately 46% of all the publications are books or pamphlets and approximately 54% are journals or reports (45.8% and 54.2%, respectively). These percentages fluctuate only slightly when controlling for the region of the publications.

Insert Table 14

Table 15 demonstrates marked differences between regions and the language of the publications. While differences are certainly to be expected, the extent is somewhat surprising. For example, of the 884 publications in Portuguese, not a single one focused on Central America or the Caribbean. At the same time, of the 39 publications in French, fully 43.6% focused on South America, with the remainder dealing with Central America and the Caribbean (the majority of these focusing on Haiti, presumably). The percentages of both English language publications and Spanish language publications which focused on South America and on Central America and the Caribbean were considerably lower than the percentage of all publications which focused on South America and considerably more than the percentage of all publications which focused on Central America and the Caribbean.

Insert Table 15

From Table 16 it may be seen that of all the publications which focus on South America, 16.3% report on descriptive research and 9.7% on historical research; of all those which focus on Central America and the

Caribbean, 20.4% report on descriptive research and 13.9% on historical research, proportionately greater in both categories. The number of publications which report experimental research is again too low to include in the analysis; their frequencies and percentages are nonetheless reported in Table 16.

Insert Table 16

Table 17, which summarizes by region the 16 most frequently researched topics, demonstrates considerable uniformity. A comparison of the principal topics of the publications from South America and from Central America and the Caribbean reveal few differences. Indeed, in only 2 of the 16 topics is the margin of difference more than 5 percentage points: 35.0% of the publications on South America deal with development education compared to 41.6% of the Central American and Caribbean publications and 16.7% of the South American publications focus on education and politics compared to 22.3% of the Central American and Caribbean publications.

Insert Table 17

Summary and Conclusions

Few would argue with the claim that publications on Latin American education are far-ranging and disparate. The last seven social science volumes of the Handbook of Latin American Studies (including No. 43 which is forthcoming) contain abstracts of 2648 publications from essentially every country in Latin America and the Caribbean, and these publications focus on virtually every conceivable educational topic. Furthermore, few would take issue with the claim that the quality of research on Latin American education is uneven, to wit: "...materials on Latin American education remain to a large extent inadequate" (Ruscoe, 1969, p. 314) and "The literature on education in Latin America continues to be abundant; what is especially heartening is the improvement in quality" (Egginton, 1981, forthcoming). What has been lacking, however, is the means to systematically analyze, trace, and categorically document trends in the research on Latin American education.

Because of this, serious consideration has rarely been given to such overriding concerns as the areas in which additional research on Latin American education is needed, the serious qualitative problems with research on Latin American education, the location of data sources and research on Latin American education, and the identity of serious scholars of Latin American education by discipline and by country or region. With the data base which has been compiled and stored, these issues can now be seriously addressed by the interested scholar.

This paper has been but a first step toward analyzing this information. The results of this analysis suggest the following conclusions:

1) There is considerable disequilibrium among the countries of Latin America with respect to the extent of published research on education. For example, 912 of the 2648, or 34.5% of the publications reviewed focused on Brazil; a distant second was the research on Mexican education with 182 abstracts, or 6.9% of the total.

2) This disequilibrium is also evident when considering topics. While it is true that topics which are timely in some years disappear in subsequent years, year after year higher education is the most consistently researched topic. Elementary education, on the other hand, is not a particularly popular topic despite its virtually universal reach.

3) There is an abundance of largely unanalyzed data contained in the publications reviewed. Approximately 32% of the publications contain tables, charts and other sources of data.

4) More than 70% of the publications reported on research which could not be neatly classified into any one of the three conventional research categories: descriptive, historical, or experimental. This raises some concerns about the purity of educational research in Latin America.

5) The percentage of publications which were negatively reviewed declined from the 1960s to the 1970s while the percentage of publications which were positively reviewed remained stable; an indication, perhaps, of some improvement.

6) The percentage of research which focused on Central America and the Caribbean increased from the 1960s to the 1970s. This new interest in Central America and the Caribbean is a reflection, perhaps, of the increased importance of these areas to the entire hemisphere.

7) It is somewhat disturbing to note that of the 884 publications in Portuguese, not one focused on Central America or on the Caribbean, raising the specter of regional insularity in educational research.

The relative emphasis of educational topics changes from volume to volume; countries emphasized in certain years are barely heard from in subsequent years; good research is more evident in some years than in other years, in some countries more than in other countires, and with some topics more than with other topics. This paper is but a start toward systematically addressing the issues of quality and regional focus of published research on Latin American education. The information which has been compiled and stored is now available to the serious student and established scholar who wishes to address additional issues and concerns related to educational research in Latin America.

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Footnotes

[1]I would like to express my appreciation to several people without whose assistance this paper would not have been possible. First, special thanks to Ms. Alice Flynn who coded the more than twenty-six hundred abstracts under very severe time constraints--her efforts were indefatigable; also, to Ms. Judy Beard for assisting with the computer analysis and for preparing the tables; finally, to Ms. Kelly Brown, for typing drafts and final copy. In addition, I would like to acknowledge the financial assistance provided by the Research Committee of the University of Louisville's School of Education.

[2]The staff of the Handbook of Latin American Studies, with the assistance of the remainder of the Hispanic Division of the Library of Congress, is in the process of developing a minithesaurus of education terms to classify publications on Latin American education by topic. I have assisted in this effort. The preliminary list of minithesaurus terms has been incorporated in the codebook.

[3]The X^2 statistic was used when the following conditions were met: cell frequencies exceeded ten; the variate values for both row and column variables were exhaustive.

TABLE 1

Educational Research in
Latin America
1960 - 1980
(Reviewed in HLAS)

Country/Region	Number of HLAS Reviews	%
Brazil	912	34.5
Latin America - General	495	18.7
Mexico	182	6.9
Argentina	181	6.8
Colombia	176	6.7
Venezuela	115	4.3
Peru	92	3.5
Chile	90	3.4
Cuba	70	2.6
Bolivia	58	2.2
Puerto Rico	33	1.2
Dominican Republic	25	0.9
Haiti	24	0.9
Uruguay	24	0.9
Costa Rica	21	0.8
West Indies and Caribbean - General	20	0.8
Guatemala	20	0.8
Ecuador	19	0.7
Paraguay	13	0.5
Central America - General	12	0.5
El Salvador	11	0.4
Panama	10	0.4
Honduras	9	0.3
Jamaica	9	0.3
Nicaragua	8	0.3
Trinidad - Tobago	6	0.2
Guyana	5	0.2
Belize	3	0.1
Bahamas	2	0.1
Antilles	1	0.0

N = 2646

Missing observations = 2

TABLE 2

Year of Publication

Year	f	%
1980	33	1.2
1979	122	4.6
1978	99	3.7
1977	124	4.6
1976	178	6.7
1975	132	5.0
1974	184	6.9
1973	177	6.7
1972	222	8.4
1971	256	9.7
1970	232	8.8
1969	187	7.1
1968	186	7.0
1967	227	8.6
1966	150	5.7
1965	59	2.2
1964	27	1.0
1963	11	0.4
1962	5	0.2
1961	5	0.2
1960	2	0.1
Information unknown	30	1.1

N = 2648

TABLE 3

Type of Publication

Type of Publication	f	%
Complete Book	1177	44.4
Chapter in Book	34	1.3
Complete Journal	189	7.1
Article in Journal	827	31.2
Government Report	386	14.6
Unpublished Manuscript	33	1.2
Unable to Determine	2	0.1

N = 2648
Missing observations = 0

TABLE 4

Special Features of Publications
N = 2648

Features	f	%
Publication Contains Tables, Charts, Data Missing observations = 1	858	32.4
Publication Contains Bibliography(ies) Missing observations = 5	573	21.6
Publication is a Collection of Papers and/or Articles Missing observations = 1	330	12.5
Publication is the Summary or Proceedings of Meetings, Seminars, or Conferences Missing observations = 0	192	7.3
Publication is an Annotated Bibliography Missing observations = 0	20	0.8

TABLE 5

Type of Research

N = 2648

Type of Research	f	%
Descriptive	450	17.0
Historical	276	10.4
Experimental	29	1.1

TABLE 6

Qualitative Judgment
by
Date of Publication

	Positive Tone 396 (15.4%)	Neutral Tone 1764 (68.5%)	Negative Tone 313 (12.2%)	Mixed Tone 101 (3.9%)
1960 thru 1970 1065 (41.4%)	168	621	211	65
	(15.8%)	(58.3%)	(19.8%)	(6.1%)
	(42.4%)	(35.2%)	(67.4%)	(64.4%)
1971 thru 1980 1509 (58.6%)	228	1143	102	36
	(15.1%)	(75.7%)	(6.8%)	(2.4%)
	(57.6%)	(64.8%)	(32.6%)	(35.6%)

Missing observations = 74

$x^2 = 137.34$, df = 3 , p = 0.0000

TABLE 7

Qualitative Judgment
by
Type of Publication

	Positive Tone 399 (15.3%)	Neutral Tone 1786 (68.6%)	Negative Tone 316 (12.1%)	Mixed Tone 101 (3.9%)
Book or Pamphlet 1189 (45.7%)	216	781	133	59
	(18.2%)	(65.7%)	(11.2%)	(5.0%)
	(54.1%)	(43.7%)	(42.1%)	(58.4%)
Journal or Report 1413 (54.3%)	183	1005	183	42
	(13.0%)	(71.1%)	(13.0%)	(3.0%)
	(45.9%)	(56.3%)	(57.9%)	(41.6%)

Missing observations = 46

$x^2 = 22.48$, df = 3 , p = .0001

TABLE 8

Qualitative Judgment
by
Language of Publication

	Positive Tone 399 (15.4%)	Neutral Tone 1778 (68.6%)	Negative Tone 313 (12.1%)	Mixed Tone 101 (3.9%)
Spanish 1349 (52.1%)	206	874	199	70
	(15.3%)	(64.8%)	(14.8%)	(5.2%)
	(51.6%)	(49.2%)	(63.0%)	(69.3%)
Portuguese 880 (34.0%)	118	676	74	12
	(13.4%)	(76.8%)	(8.4%)	(1.4%)
	(29.6%)	(38.0%)	(23.6%)	(11.9%)
English 325 (12.5%)	74	192	40	19
	(22.8%)	(59.1%)	(12.3%)	(5.8%)
	(18.5%)	(10.8%)	(12.8%)	(18.8%)
French 37 (1.4%)	1	36	0	0
	(2.7%)	(97.3%)	(0.0%)	(0.0%)
	(0.3%)	(2.0%)	(0.0%)	(0.0%)

Missing observations = 57

TABLE 9

Qualitative Judgment
by
Type of Research

	Positive Tone 400 (15.4%)	Neutral Tone 1787 (68.6%)	Negative Tone 316 (12.1%)	Mixed Tone 101 (3.9%)
Descriptive 449 (17.2%)	87 (19.4%) (21.8%)	279 (62.1%) (15.6%)	54 (12.0%) (17.1%)	29 (6.5%) (28.7%)
Historical 272 (10.4%)	59 (21.7%) (14.8%)	160 (58.8%) (9.0%)	36 (13.2%) (11.4%)	17 (6.3%) (16.8%)
Experimental 29 (1.1%)	3 (10.3%) (0.8%)	20 (69.0%) (1.1%)	5 (17.2%) (1.6%)	1 (3.4%) (1.0%)

Missing observations = 44

TABLE 10

Qualitative Judgment
by
Educational Topic

	Positive Tone 400 (15.4%)	Neutral Tone 1787 (68.6%)	Negative Tone 316 (12.1%)	Mixed Tone 101 (3.9%)
		Missing observations = 44		
Development Education 950 (36.5%) Missing observations = 8	156 (16.4%)	678 (71.4%)	79 (8.3%)	37 (3.9%)
Higher Education 866 (33.3%) Missing observations = 12	135 (15.6%)	585 (67.6%)	114 (13.2%)	32 (3.7%)
Educational Planning 713 (27.4%) Missing observations = 3	105 (14.7%)	542 (76.0%)	48 (6.7%)	18 (2.5%)
Educational Research 711 (27.3%) Missing observations = 3	126 (17.7%)	509 (71.6%)	55 (7.7%)	21 (3.0%)
Educational Policy 647 (24.8%) Missing observations = 4	103 (15.9%)	486 (75.1%)	41 (6.3%)	17 (2.6%)
Students 605 (23.2%) Missing observations = 8	101 (16.7%)	409 (67.6%)	72 (11.9%)	23 (3.8%)
Education & Politics 465 (17.9%) Missing observations = 2	78 (16.8%)	332 (71.4%)	40 (8.6%)	15 (3.2%)
Teachers/Educators 395 (15.2%) Missing observations = 7	61 (15.4%)	287 (72.7%)	31 (7.8%)	16 (4.1%)
School Management and Organization 355 (13.6%) Missing observations = 1	64 (18.0%)	250 (70.4%)	26 (7.3%)	15 (4.2%)
Economic Development 310 (11.9%) Missing observations = 0	35 (11.3%)	239 (77.1%)	28 (9.0%)	8 (2.6%)
Secondary Education 290 (11.1%) Missing observations = 1	40 (13.8%)	210 (72.4%)	28 (9.7%)	12 (4.1%)

	Positive Tone 400 (15.4%)	Neutral Tone 1787 (68.6%)	Negative Tone 316 (12.1%)	Mixed Tone 101 (3.9%)
		Missing observations = 44		
Teaching 263 (10.1%)	28 (10.6%)	193 (73.4%)	33 (12.5%)	9 (3.4%)
Missing observations = 7				
Elementary Education 250 (9.6%)	26 (10.4%)	193 (77.2%)	20 (8.0%)	11 (4.4%)
Missing observations = 3				
Educational Sociology 251 (9.6%)	42 (16.7%)	188 (74.9%)	16 (6.4%)	5 (2.0%)
Missing observations = 1				
Curriculum-University 241 (9.3%)	34 (14.1%)	182 (75.5%)	19 (7.9%)	6 (2.5%)
Missing observations = 1				
University Reform 202 (7.8%)	34 (16.8%)	130 (64.4%)	31 (15.3%)	7 (3.5%)
Missing observations = 3				

TABLE 11

Single Most Positively
Reviewed Educational Topic
(Student Movements)
N = 90

Positive Tone	Neutral Tone	Negative Tone	Mixed Tone
29 (32.2%)	38 (42.2%)	16 (17.8%)	7 (7.8%)

TABLE 12

Latin American Region
by
Qualitative Judgment

	South America 2148 (82.6%)	Central America and the Caribbean 454 (17.4%)
Positive Tone 400 (15.4%)	319 (79.8%) (14.9%)	81 (20.3%) (17.8%)
Neutral Tone 1786 (68.6%)	1493 (83.6%) (69.5%)	293 (16.4%) (64.5%)
Negative Tone 315 (12.1%)	258 (81.9%) (12.0%)	57 (18.1%) (12.6%)
Mixed Tone 101 (3.9%)	78 (77.2%) (3.6%)	23 (22.8%) (5.1%)

Missing observations = 46

$x^2 = 5.61$, df = 3 , N.S.

TABLE 13

Latin American Region
by
Date of Publication

	South America 2155 (82.4%)	Central America and the Caribbean 461 (17.6%)
1960 through 1970 1089 (41.6%)	927 (85.1%) (43.0%)	162 (14.9%) (35.1%)
1971 through 1980 1527 (58.4%)	1228 (80.4%) (57.0%)	299 (19.6%) (64.9%)

Missing observations = 32

$x^2 = 9.69$, df = 1 , p = .0018

TABLE 14

Latin American Region
by
Type of Publication

	South America 2179 (82.4%)	Central America and the Caribbean 465 (17.6%)
Book or Pamphlet 1211 (45.8%)	1012 (83.6%) (46.4%)	199 (16.4%) (42.8%)
Journal or Report 1433 (54.2%)	1167 (81.4%) (53.6%)	266 (18.6%) (57.2%)

Missing observations = 4

$x^2 = 2.05$, df = 1 , p = N.S.

TABLE 15

Latin American Region
by
Language of Publication

	South America 2164 (82.4%)	Central America and the Caribbean 463 (17.6%)
Spanish 1373 (52.3%)	1042 (75.9%) (48.2%)	331 (24.1%) (71.5%)
Portuguese 884 (33.7%)	884 (100.0%) (40.9%)	0 (0.0%) (0.0%)
English 331 (12.6%)	221 (66.8%) (10.2%)	110 (33.2%) (23.8%)
French 39 (1.5%)	17 (43.6%) (0.8%)	22 (56.4%) (4.8%)

Missing observations = 21

TABLE 16

Latin American Region
by
Type of Research

	South America 2180 (82.4%)	Central America and the Caribbean 466 (17.6%)
Descriptive 450 (17.0%)	355 (78.9%) (16.3%)	95 (21.1%) (20.4%)
Historical 276 (10.4%)	211 (76.4%) (9.7%)	65 (23.6%) (13.9%)
Experimental 29 (1.1%)	21 (72.4%) (1.0%)	8 (26.6%) (1.7%)

Missing observations = 2

TABLE 17

Latin American Region
by
Educational Topic

	South America 2180 (82.4%)	Central America and the Caribbean 466 (17.6%)
	Missing observations = 2	
Development Education 958 (36.2%) Missing observations = 0	764 (35.0%)	194 (41.6%)
Higher Education 878 (33.2%) Missing observations = 0	729 (33.4%)	149 (32.0%)
Educational Planning 716 (27.1%) Missing observations = 0	588 (27.0%)	128 (27.5%)
Educational Research 714 (27.0%) Missing observations = 0	575 (26.4%)	139 (29.8%)
Educational Policy 651 (24.6%) Missing observations = 0	525 (24.1%)	126 (27.0%)
Students 612 (23.1%) Missing observations = 0	493 (22.6%)	119 (25.5%)
Education and Politics 467 (17.6%) Missing observations = 0	363 (16.7%)	104 (22.3%)
Teachers/Educators 401 (15.2%) Missing observations = 0	330 (15.1%)	71 (15.2%)
School Management and Organization 356 (13.5%) Missing observations = 1	302 (13.9%)	54 (11.6%)
Economic Development 310 (11.7%) Missing observations = 0	270 (12.4%)	40 (8.6%)

	South America 2180 (82.4%)	Central America and the Caribbean 466 (17.6%)
	Missing observations = 2	
Secondary Education 293 (11.1%) Missing observations = 1	241 (11.1%)	52 (11.2%)
Teaching 269 (10.2%) Missing observations = 1	219 (10.1%)	50 (10.7%)
Elementary Education 253 (9.6%) Missing observations = 0	205 (9.4%)	48 (10.3%)
Educational Sociology 252 (9.5%) Missing observations = 0	192 (8.8%)	60 (12.9%)
Curriculum - Universities 242 (9.1%) Missing observations = 1	207 (9.5%)	35 (7.5%)
University Reform 205 (7.8%) Missing observations = 2	177 (8.1%)	28 (6.0%)

Appendix 1

Codebook

Educational Research

in

Latin America:

A Twelve-Year Perspective

CODEBOOK

Educational Research

in

Latin America:

A Twelve-Year Perspective

Everett Egginton
Associate Professor
University of Louisville

October 1981

Variable Number	Column Number	Name of Variable	Code Values
1	1-2	Volume No.	See Handbook Cover
2	3-7	Identification	See Item Number in Handbook
3	8-9	Country or Region	See Appendix A
4	10	Language of Publication	1 - English 2 - Spanish 3 - Portuguese 4 - French 5 - Other 9 - Information unknown
5	11-12	Author of abstract	01 - R.V. Allen 02 - G.M. Alzate 03 - BBE 04 - June Blanchard Brown 05 - Terry Bullitt 06 - M. Carmagnani 07 - T.S. Cheston 08 - E. Egginton (unless otherwise noted, all abstracts in No. 43 for Latin American Education (except Brazil)) 09 - K. Fisher (Unless otherwise noted, all abstracts in No. 43 for Education in Brazil) 10 - W. Grabendorff 11 - P.F. Hernandez 12 - M. Morner 13 - G.C. Ruscoe (Unless otherwise noted, all abstracts in Nos. 31-41 for Latin American Education (except Brazil)) 14 - J. Strasma 15 - P.B. Taylor 16 - A.E. Toward (Unless otherwise noted, all abstracts in Nos. 31-41 for Education in Brazil) 17 - No abstract/only title 18 - J.F.B. DaSilva 19 - R.V. Shaw 20 - G. Wynia 21 - A. Suarez 22 - A.M. Morales 99 - Information unknown
6	13-14	Year of Publication	Last two digits of year of publication 99 - Information unknown

Variable Number	Column Number	Name of Variable	Code Values
7	15	Qualitative Judgment	1 - Positive tone 2 - Neutral tone 3 - Negative tone 4 - Mixed tone 5 - Not reviewed
8	16	Type of Publication	1 - Complete book, pamphlet 2 - Chapter in book 3 - Complete journal 4 - Article in or portion of journal 5 - Government report/ publication 6 - Unpublished manuscript, thesis, dissertation 7 - Other 9 - Information unknown
9	17-18	Publication Classification (Select from among the following broad terms the one which most accurately classifies the publication)	01 - Adult Education 02 - Bilingual Education 03 - Curriculum 04 - Education and Society, e.g., Development, Social Change, Economic Rate of Return 05 - Education - General 06 - Educational Policy, Planning, Development 07 - Higher Education 08 - Nonformal/Informal/ Alternatives to Traditional Education 09 - Primary Education 10 - Secondary Education 11 - Students 12 - Teachers/Teaching 13 - Vocational/Technical/ Occupational Education 14 - Other 99 - Information unknown

For variables 10 through 61, indicate all terms which may be used to classify the publication

10	20	1. Applied Science	1 = Yes 2 = No
11	21	2. Academic Degrees	1 = Yes 2 = No
12	22	3. Adult Education	1 = Yes 2 = No
13	23	4. Audio-Visual Education	1 = Yes 2 = No

Variable Number	Column Number	Name of Variable	Code Values
14	24	5. Bilingual Education	1 = Yes 2 = No
15	25	6. Books/Textbooks	1 = Yes 2 = No
16	26	7. Curriculum - General	1 = Yes 2 = No
17	27	8. Curriculum - Vocational	1 = Yes 2 = No
18	28	9. Curriculum - Primary	1 = Yes 2 = No
19	29	10. Curriculum - Secondary	1 = Yes 2 = No
20	30	11. Curriculum - University	1 = Yes 2 = No
21	31	12. Curriculum - Other	1 = Yes 2 = No
22	32	13. Development Education/Regional Development	1 = Yes 2 = No
23	33	14. Economic Development	1 = Yes 2 = No
24	34	15. Education and Politics	1 = Yes 2 = No
25	35	16. Educational Alternatives	1 = Yes 2 = No
26	36	17. Educational Planning	1 = Yes 2 = No
27	37	18. Educational Policy	1 = Yes 2 = No
28	38	19. Educational Research	1 = Yes 2 = No
29	39	20. Educational Sociology	1 = Yes 2 = No
30	40	21. Educational Technology	1 = Yes 2 = No
31	41	22. Elementary Education	1 = Yes 2 = No
32	42	23. Elites	1 = Yes 2 = No

Variable Number	Column Number	Name of Variable	Code Values
33	43	24. Higher Education	1 = Yes 2 = No
34	44	25. Informal Education	1 = Yes 2 = No
35	45	26. Latin American Area Studies	1 = Yes 2 = No
36	46	27. Literacy and Illiteracy	1 = Yes 2 = No
37	47	28. Nonformal Education	1 = Yes 2 = No
38	48	29. Occupational Training	1 = Yes 2 = No
39	49	30. Out-of-School Education	1 = Yes 2 = No
40	50	31. Physical Education	1 = Yes 2 = No
41	51	32. Preschool Education	1 = Yes 2 = No
42	52	33. Private Schools	1 = Yes 2 = No
43	53	34. Public Schools	1 = Yes 2 = No
44	54	35. Rural Education	1 = Yes 2 = No
45	55	36. School Attendance/ Repeaters/Dropout	1 = Yes 2 = No
46	56	37. Social Change	1 = Yes 2 = No
47	57	38. Social Class	1 = Yes 2 = No
48	58	39. School Management and Organization	1 = Yes 2 = No
49	59	40. Secondary Education	1 = Yes 2 = No
50	60	41. Sex Education	1 = Yes 2 = No
51	61	42. Students	1 = Yes 2 = No

Variable Number	Column Number	Name of Variable	Code Values
52	62	43. Student Movements	1 = Yes 2 = No
53	63	44. Teachers/ Educators	1 = Yes 2 = No
54	64	45. Teachers' Unions and Syndicates	1 = Yes 2 = No
55	65	46. Teaching	1 = Yes 2 = No
56	66	47. Technical Education	1 = Yes 2 = No
57	67	48. Universities	1 = Yes 2 = No
58	68	49. University Reform	1 = Yes 2 = No
59	69	50. Urban Education	1 = Yes 2 = No
60	70	51. Vocational Education	1 = Yes 2 = No
61	71	52. Education - General	1 = Yes 2 = No
--	77-80	Sequence Number	Consecutive Numeration (Starting with 0001)
	1	Card Number	2

For variables 62 through 70, indicate all terms which may be used to describe the type of publication

62	5	1. Data-Based Empirical or Survey Research	1 = Yes 2 = No
63	6	2. Annotated Bibliography	1 = Yes 2 = No
64	7	3. Collection of Papers/Articles	1 = Yes 2 = No
65	8	4. Conference Proceedings/ Reports	1 = Yes 2 = No
66	9	5. Collection of Tables, Charts, Data	1 = Yes 2 = No

Variable Number	Column Number	Name of Variable	Code Values
67	10	6. Historical Research	1 = Yes 2 = No
68	11	7. Experimental Research	1 = Yes 2 = No
69	12	8. Descriptive Research	1 = Yes 2 = No
70	13	9. Bibliography	1 = Yes 2 = No
71	15-45	Author's Name (Last Name, First Initial)	
	77-80	Sequence Number	

Appendix A

Argentina	01
Bolivia	02
Brazil	03
Central America - General	04
Belize	05
Costa Rica	06
El Salvador	07
Guatemala	08
Honduras	09
Nicaragua	10
Panama	11
Chile	12
Colombia	13
Ecuador	14
Guyana	15
Latin America - General	16
Mexico	17
Paraguay	18
Peru	19
Uruguay	20
Venezuela	21
West Indies/Caribbean - General	22
Antilles	23
Cuba	24
Dominican Republic	25
Haiti	26
Jamaica	27
Puerto Rico	28
Trinidad/Tobago	29
Bahamas	30
Unknown	99